

For those who violate safety regulations, this legislation increases the maximum civil and criminal penalties and allows MSHA to issue an injunction in order to close mines that fail to pay fines.

No one has said that the MINER Act is the final step in making miners safer. In fact, this is only the beginning of a renewed dialogue to make sure that we are doing everything we can to make sure our miners are safe.

I would like to remind my colleagues we have a choice, support the most significant revision to mine safety laws since 1977 or oppose the bill and cast a vote that will take us nowhere.

Mr. Speaker, the Sago mine is in my district. I waited with the families and the Upshur County community on that cold day in January as rescuers worked to save the Sago miners. I saw firsthand the pain suffered by the families when only one survivor was found. I looked into the eyes of the wives, of the sisters, the brothers, the mothers, the fathers as they learned that their loved ones were never coming back.

The Sago men and women are my constituents and my friends. They are the backbone of the great State of West Virginia and our Nation. For all of us, we cannot let this opportunity pass.

I ask that my colleagues join me to help these real men and women who have hopes and dreams, have a great faith in us, that we will help them to make sure that we pull together so that no one will suffer the tragedy and the heartache that they suffered that day in Sago and other days across this country.

I ask my colleagues to join me, to join me in making the right choice to improve mine safety by voting for the MINER Act.

Mr. MURPHY. Mr. Speaker, I rise in strong support of this landmark mine safety legislation, S. 2803. Mine safety has been on all our minds this year, as Americans mourned the heartbreaking disasters at the Aracoma Alma and Sago mines in West Virginia in January. Thus, throughout the process of crafting this bill, all parties have wanted the end product to strongly improve safety for miners.

In my district in southwestern Pennsylvania, the mining industry has been a central part of the way of life for a century and a half. My great-grandfather was a coal miner, who worked in Pennsylvania mines when carts were pulled by mules and mines were lit by candles. Mining was very dangerous work then. The mining industry has certainly made remarkable strides ever since.

Today is another great step forward for miners in Pennsylvania and across the Nation; therefore, I am pleased to support S. 2803. On March 16, as mine safety legislation was being crafted, I was pleased to testify on the subject of mine safety before the Education and Workforce Subcommittee on Workforce Protections. On that day, I expressed many concerns about current mine conditions. For instance, I cited my concern about whether miners are sufficiently employing technology to communicate with one another, especially when accidents occur. S. 2803 requires that

all mines provide immediate notification of accidents and regularly update their emergency response plans. At the hearing, I also raised my discomfort with the use of "belt air," which can be unhealthy to breathe and even flammable. Accordingly, the bill before us prohibits the use of conveyor belts to ventilate work areas.

While recent tragedies have dominated the mining industry news of late, I hope we recount the success stories of the mining industry alongside some of the failures. For instance, CONSOL Energy, based in my district, sent their own rescue teams to the Sago mine in January. The CONSOL rescue teams arrived first at the scene, and they have worked tirelessly on many other occasions to help miners throughout Pennsylvania and West Virginia, regardless of who owns the mine. They are a success story I am pleased to highlight, of which we should all be proud.

The coal industry has helped fuel this Nation for 150 years, and coal can be used to heat our homes, power our economy, and protect our Nation for at least another 150 years if we continue to use it. We all grieved the tragic accidents in West Virginia in January. This bill will help prevent such accidents in the future.

Mr. OWENS. Mr. Speaker, 33 underground coal miners have already been killed on the job so far this year, starting with the Sago mine disaster right after New Year's day. We do these fallen mineworkers as well as their surviving family members and friends a serious disservice by limiting debate on this bill to 40 minutes and barring any strengthening amendments. These hard-working men, their families and wider communities of friends and neighbors deserve far better treatment on the floor of the U.S. House. Unless we take legislative action that would prevent future mine disasters like those that occurred at Sago, Aracoma Alma, Darby and elsewhere this year, we are hoping rhetoric will mask our failure to deliver significant protections to hard-working mineworkers Nation-wide.

At the Sago mine disaster, a methane gas explosion killed one mineworker and trapped 12 others. It took 40 hours for rescuers to reach those trapped underground and by the time they did, 11 miners had died of carbon monoxide poisoning. The sole survivor at Sago, Randal McCloy, has since reported that at least four of the air-packs designed to provide an hour's worth of breathable air to the miners malfunctioned. Moreover, the Sago miners lacked one-way text messaging and tracking devices—devices that are currently used in mines throughout Australia, Chile, China and South Africa. Those devices would have saved lives at Sago.

To make certain that the Sago tragedy is never repeated in this country, I support wholeheartedly three simple amendments to this bill as proposed by Representative MILLER. They would require:

At least 48 hours of emergency air for each mineworker;

Finalized plans within 15 months for adding lifesaving communications and tracking equipment; and

Federal MSHA regularly conducted random field tests of airpicks, self contained self rescuers, to ensure they are in working order.

In closing, Mr. Speaker, I wish to close with the question posed by the AFL-CIO about these three amendments in their letter to Con-

gress on mine safety: "Frankly, we do not understand why anybody would oppose such common sense measures."

Mr. MCKEON. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. LAHOOD). The question is on the motion offered by the gentleman from California (Mr. MCKEON) that the House suspend the rules and pass the Senate bill, S. 2803.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. GEORGE MILLER of California. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this question will be postponed.

SUPPORTING THE GOALS AND IDEALS OF NATIONAL ENTREPRENEURSHIP WEEK

Mr. OSBORNE. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 699) supporting the goals and ideals of National Entrepreneurship Week and encouraging the implementation of entrepreneurship education programs in elementary and secondary schools and institutions of higher education through the United States.

The Clerk read as follows:

H. RES. 699

Whereas according to the Department of Labor, most of the new jobs created throughout the United States in the past decade have come from the creative efforts of entrepreneurs and small businesses, which have been expanding and advancing technology and fueling the recent growth in the economy;

Whereas entrepreneurs have been the source of economic innovation throughout the history of the Nation, and the entire society has been improved because of the new ways of doing things that have been brought about by people who market their ideas;

Whereas economically independent entrepreneurs are engaged citizens who work to improve the economic environment in their local communities, providing better opportunities for businesses to operate and a better environment for the human resources they need to advance their business dreams;

Whereas 70 percent of high school students want to become entrepreneurs, and entrepreneurial skills will assist students in the future regardless of whether they work in a business owned by others or run their own business;

Whereas the high interest of students in becoming entrepreneurs and the critical role entrepreneurs have played in advancing the national economy make it vital for the Nation's schools to provide students with training in the skills which will enable them to become the entrepreneurs of the future;

Whereas the Partnership For 21st Century Skills identified financial, economic, business literacy, and entrepreneurship skills as the types of skills students must have in order to enhance workplace productivity and career options;

Whereas exposing students to the types of market-driven problems faced by entrepreneurs is an excellent example of how educators can use problem-based learning strategies to prepare students for the situations they will encounter in the future, an approach recommended by the National Council on Competitiveness in its 2004 report entitled "Innovate America";

Whereas entrepreneurship education provides exactly the type of academic engagement of all students promoted by the National High School Alliance, based on relevant real-world contexts that build on community assets, allow participation in workplace-based learning, and include performance-based assessments;

Whereas entrepreneurship education has been shown to be especially effective in closing the achievement gap between minority students and others in public schools;

Whereas students who participate in entrepreneurship education programs have better attendance records, perform better on core subjects, and have lower dropout rates than those who do not participate in these programs;

Whereas successful programs in entrepreneurship education have been established in many States, including the public-private partnership program in North Carolina by the Center for 21st Century Skills, which helps students acquire the knowledge and skills needed for success in the global economy and which has been touted as a national model for education in the 21st century;

Whereas the Ewing Marion Kauffman Foundation has assembled a multidisciplinary panel of distinguished scholars who will evaluate relevant research and review what has been learned in the many existing programs on entrepreneurship under way throughout the United States in order to provide recommendations for a comprehensive approach to teaching entrepreneurship in colleges and universities;

Whereas the Ewing Marion Kauffman Foundation has contributed significant time and resources to create the Kauffman Campus program to make entrepreneurship education a common and accessible campus-wide opportunity that is an integral part of the college experience;

Whereas the Consortium for Entrepreneurship Education has developed and nurtured a lifelong entrepreneurship education model to encourage students' awareness of entrepreneurship as a career option throughout their years of school and to assist entrepreneurs as they implement their entrepreneurial ideas;

Whereas the Consortium for Entrepreneurship Education has lead the initiative to broadly define the field of entrepreneurship through 403 performance indicators to guide the delivery of entrepreneurship education in support of the lifelong learning model;

Whereas, through the initiative to observe annually National Entrepreneurship Week, the Ewing Marion Kauffman Foundation, the Consortium for Entrepreneurship Education, and partner organizations promote awareness of the contributions of entrepreneurs as innovators, positive forces in the economy, and important resources for improving communities as places to live and work; and

Whereas National Entrepreneurship Week will focus on the innovative ways in which entrepreneurship education can bring together the core academic, technical, and problem solving skills essential for future entrepreneurs and successful workers in future workplaces: Now, therefore, be it

Resolved, That the House of Representatives—

(1) encourages the implementation of entrepreneurship education throughout the United States;

(2) supports the goals and ideals of National Entrepreneurship Week so that the people of the United States are reminded of the contributions of entrepreneurs and so that educators are encouraged to reflect on how entrepreneurship education can improve the performance of their students; and

(3) requests that the President issue a proclamation calling on the Federal Government, State and Local governments, schools, nonprofit organization, and others to observe National Entrepreneurship Week annually with special events in support of entrepreneurs and entrepreneurship education programs.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Nebraska (Mr. OSBORNE) and the gentleman from Illinois (Mr. DAVIS) each will control 20 minutes.

The Chair recognizes the gentleman from Nebraska.

GENERAL LEAVE

Mr. OSBORNE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on H. Res. 699.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Nebraska?

There was no objection.

Mr. OSBORNE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of H. Res. 699, a resolution to support the goals and ideals of National Entrepreneurship Week and encourage the implementation of entrepreneurship education programs in elementary and secondary education schools and institutions of higher education throughout the United States.

I want to congratulate the sponsor of this resolution, the gentleman from North Carolina (Mr. PRICE), as well as House Committee on Education and the Workforce Chairman MCKEON and Ranking Member MILLER, as well as the leadership in both parties in working to move this resolution to the floor in such a bipartisan fashion.

This is a very important resolution because it supports the goals and ideal of National Entrepreneurship Week and encourages creation of entrepreneurship education programs in elementary and secondary schools. The future strength of our economy depends on our youth and upon developing new businesses, which essentially is what entrepreneurship is all about. From lawn mowing businesses to baby sitting, most youths have been entrepreneurs at one time or another. Unfortunately, formal entrepreneurial education is not always available to young people.

Several studies have been done on the interests that young people have in entrepreneurship. For example, in their book, "The E Generation: Prepared for the Entrepreneurial Economy," Marilyn Kourilsky and William Walstad explain that youth are overwhelmingly interested in entrepreneurship. In fact, they found that six out of 10 young people aspire to start a business of their own.

The Gallup Organization, in conjunction with the Kauffman Foundation, conducted the first national poll on entrepreneurship. What they found was that 70 percent of students polled wanted to start their own business.

□ 1430

Now, this would be primarily at the high school level. Yet only 44 percent had any basic knowledge concerning entrepreneurship. In other words, they wanted to start a business, but they had no idea as to how to do it.

Youth entrepreneurs provide added stimulus to the local economy. Student entrepreneurial endeavors help to foster youth retention by providing youth the opportunity to contribute and invest in their home communities. As young people build and grow businesses within a community, they are more likely to stay and invest in a community's future.

Where this has been tremendously important has been in rural areas. We have all seen many small towns that continue to unravel, lose young people, lose population, and in the district that I represent we have seen this graphically. So we find that probably the best way to revitalize rural America is to provide entrepreneurial training, entrepreneurial skills, so some people can stay there and survive and young people can start a business.

There are a number of academic reasons to integrate entrepreneurship training into curriculum as well. Entrepreneurship training can be successfully integrated into traditional course work by incorporating hands-on business activities in a traditional classroom and textbook instruction. For example, writing marketing materials, business plans, can improve English skills. Sales and accounting can improve math skills. Developing manufacturing processes for products can be incorporated in a science class. True entrepreneurial education integrates hands-on business developments into the school system.

So we find that it is possible to build entrepreneurial training into the curriculum in a school. And when this happens, some really good things begin to happen.

Entrepreneurship education has a positive effect on the academic performance of students according to a study conducted by Howard Rasheed, a business professor at the University of Florida. Students with entrepreneurship training scored better in a number of academic subjects, including reading, math, social studies, and language. Also, attendance improves, dropout rates decrease, and it also helps close the achievement gap between minority students and the rest of the student body. So there is a tremendous academic contribution that entrepreneurial training provides.

I have worked throughout my time in Congress to encourage Nebraska schools to adopt entrepreneurship programs, and many have. I am pleased to

have had the opportunity to be involved in numerous entrepreneurship efforts across the State of Nebraska, including NETFORCE, which is working to develop a curriculum that is sponsored through Nebraska's community college system.

H.R. 699 encourages more schools to adopt entrepreneurship programs and supports the goals of National Entrepreneurship Week. I strongly support this resolution and urge its passage.

Mr. Speaker, I reserve the balance of my time.

Mr. DAVIS of Illinois. Mr. Speaker, I yield myself such time as I may consume.

I am pleased to join with the gentleman from Nebraska in support of a resolution to support National Entrepreneurship Week. I rise in support of H. Res. 699 and thank Mr. PRICE of North Carolina for introducing this resolution.

H. Res. 699 calls on the President to issue a proclamation recognizing National Entrepreneurship Week and to encourage all levels of government to observe National Entrepreneurship Week annually with special events in support of entrepreneurs and entrepreneurship education programs.

Entrepreneurship education has long been an integral part of career and technical education programs in high schools across the country. While students may have difficulties defining "entrepreneur," it is clear that, when surveyed, young people understand the concepts behind entrepreneurship and actively seek out similar opportunities.

According to the Consortium for Entrepreneurship Education, entrepreneurship education programs are providing opportunities for young people to master competencies in concepts such as how to recognize opportunities, how to generate ideas and marshal resources in the face of risk, to pursue opportunities, venture creation and operation, and creativity as well as critical thinking.

Mr. Speaker, students who participate in entrepreneurship education learn not just the skills for making smart business decisions; they also learn how to become more involved in their community through civic engagement and participation. And as the resolution points out, students who participate in these programs have better attendance records, perform better on core subjects, and have lower dropout rates than those who do not participate in these programs.

Mr. Speaker, entrepreneurs represent one of the fastest growing business sectors in our global marketplace. The establishment of a week recognizing the role of entrepreneurs in our economy will continue to help inform young people about the opportunities for success in this global marketplace.

Again, I want to thank Mr. PRICE for introducing this important legislation, and I urge its support.

Mr. Speaker, I ask unanimous consent to yield the balance of my time to

Mr. DAVID PRICE, who introduced this resolution, from the great State of North Carolina.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Illinois?

There was no objection.

Mr. PRICE of North Carolina. I thank the gentleman for yielding, Mr. Speaker, and I rise in support of H. Res. 699, a resolution I sponsored with the gentleman from Nebraska (Mr. OSBORNE), and many other colleagues. The resolution supports the goals and ideals of National Entrepreneurship Week.

More than 70 percent of American high school students say they would like to open their own business someday. Over 10 percent of American adults are actively planning to become entrepreneurs in their local communities. These figures indicate the strong entrepreneurial inclination of many Americans. Yet while many people have an interest in starting a new business, only a fraction of these actually make the attempt.

Entrepreneurial education brings together the core academic, technical, and problem-solving skills needed for future entrepreneurs. Individuals who receive entrepreneurship training are not only more likely to start a business, but they are also more likely to enjoy success with such a new venture.

H. Res. 699 would support the goals and the ideals of National Entrepreneurship Week and the implementation of entrepreneurship education programs in elementary and secondary schools and in institutions of higher education. National Entrepreneurship Week would consist of a national series of celebrations, business plan competitions, and other community events to nurture entrepreneurship and to engage young people in the opportunities available to them as future business owners.

In short, Mr. Speaker, National Entrepreneurship Week offers the opportunity to recognize the societal contributions of America's leading entrepreneurs and to encourage those with a dream to become entrepreneurs.

I am fortunate to have several organizations in my home State of North Carolina that effectively promote entrepreneurship in varied ways. For example, the North Carolina Rural Center, the North Carolina Community College System, the North Carolina Department of Public Instruction, and the University of North Carolina at Chapel Hill are working together to develop a system of education for youth and adults that ensures anyone who seeks advice or assistance on starting a business gets the help they need.

The Small Business and Technology Development Centers and the SCORE program, run by retired executives, help new entrepreneurs translate their aspirations into reality. "Marketplace," a forum which I joined colleagues in starting years ago in the Triangle area of North Carolina, intro-

duces entrepreneurs to opportunities in government contracting.

The University of North Carolina at Chapel Hill's Entrepreneurship Club is dedicated to encouraging entrepreneurship among students by connecting them with local entrepreneurs, professors, and support organizations. The North Carolina Center for 21st Century Skills is the first of its kind in the Nation to help elementary and secondary public school students acquire the knowledge and the skills needed for success in the global economy.

The Consortium for Entrepreneurship Education continues its work to make entrepreneurship education a formal part of the American curriculum in each school district and educational institution, and I want to commend the consortium for their leadership role in developing and promoting the resolution before us today.

I also want to thank Representatives TOM OSBORNE and DANNY DAVIS and their staffs, as well as the bipartisan staff of the Education and the Workforce Committee, for their contributions to this effort, this effort to call attention to the need for encouraging our young people to become entrepreneurs.

I urge my colleagues to support this resolution.

Mr. Speaker, I yield back the balance of my time.

Mr. OSBORNE. Mr. Speaker, I would like to commend the gentleman from North Carolina and Mr. DAVIS, and as I have no further speakers, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Nebraska (Mr. OSBORNE) that the House suspend the rules and agree to the resolution, H. Res. 699.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

COMMENDING THE PEOPLE OF MONGOLIA ON THE 800TH ANNIVERSARY OF MONGOLIAN STATEHOOD

Mr. LEACH. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 828) commending the people of Mongolia, on the 800th anniversary of Mongolian statehood, for building strong, democratic institutions, and expressing the support of the House of Representatives for efforts by the United States to continue to strengthen its partnership with that country.

The Clerk read as follows:

H. RES. 828

Whereas Mongolia, a great nation located at the crossroads of many civilizations, in 2006 marks its 800th anniversary as a state;

Whereas Mongolia has become a functioning democracy in Asia;

Whereas since 1990 the Mongolian people have held 5 parliamentary elections and 4 presidential elections;